DOCUMENT RESUME

ED 307 605 CS 211 633

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TITLE Storytelling: An Art for All. Focused Access to Selected Topics (FAST) Bibliography No. 9.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Feb 89
CONTRACT RI88062001
NOTE 4p.
PUB TYPE Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Class Activities; Elementary Secondary Education; *Narration; *Story Telling; Student Participation; Teaching Methods
IDENTIFIERS Oral Tradition

ABSTRACT

Focused on the oral tradition of storytelling, this annotated bibliography contains 29 references of articles and papers in the ERIC database. The first section of the bibliography lists sources on the diversity of approaches to what constitutes a story. Articles concentrating on ways of using stories to promote a more immediate and fulfilling encounter with literature for students are included in the next category. In the third section, various examples, models, and possible areas to be highlighted while encouraging students to share their stories are featured. The fourth category contains sources to be utilized for storytelling as a teaching technique. (MS)

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ED307605

Storytelling: An Art for All

by William Burriss

FAST Bib No. 9 RCS

No matter what the subject, good stories remain compelling to teller and listener alike. While literature emerges from the intimate and complex impulses generating them, much of our enduring culture resides in oral traditions. And more and more research is exploring the roles stories play in communication at all levels. This bibliography has been assembled to provide some general background on this ancient human phenomena and a quick survey of ways in which educators are constructively incorporating the wonder of story to engage and retain student interest.

Education began with storytelling and effective classes often still do. Yet what constitutes a story is a matter of considerable debate and the diversity of approaches spawned by this issue is suggested in the first section of this bibliography. This question may appear to be of primarily academic interest, but to anyone who has taught or may be about to teach writing, the advantages of having a variety of explanations for selection and arrangement of details are well appreciated. A familiarity with different traditions from which stories arise and how these affect the sense of story as suggested in these articles may also be useful, as could their various insights concerning the types and differing occasions for stories.

The benefits of introducing stories and bringing storytellers into the classroom are increasingly appreciated as providing the opportunity for a wide range of learning experiences. Articles concentrating on ways of using stories to promote a more immediate and fulfilling encounter with literature for students are included in the next category. In the third section, various examples, models and possible areas to be highlighted while encouraging students to share their stories are featured. Recent research emphasizes again and again how much there is for students at all levels to discover in creating and communicating their own stories. The fourth category concerns perhaps the most intriguing and potentially exciting area of development in the possible uses of stories with subject materials not traditionally associated with them. Many and diverse cultures have felt the essence of wisdom gathered in their stories, and while this may no longer be possible, in our technological society, introducing students to a wide variety of fields including math and the sciences while providing them with basic concepts and values in memorable forms through stories appears to be extremely productive.

Of course, such a bibliography can give only a glimpse of potential sources and approaches among the work in the field, and there remains much to be done. Among the people ensuring that such work does get done are those associated with the National Association for the Preservation and Perpetuation of Storytelling (NAPPS). They may be contacted at P.O. Box 309, Jonesborough, TN 37659, and their membership includes many of the most active scholars and finest current storytellers, along with thousands of people who wish to continue sharing the pleasures and insights of a story well told.

Abstracts for some of the articles cited here have been abbreviated to conform to the *FAST Bib* format. The ED numbers for sources included in *Resources in Education* have been included to enable the user to go directly to microfiche collections, to order from the ERIC Document Reproduction Service (EDRS), or to go to *RIE* for the full abstract on those sources not available through EDRS. The citations to journals are from the *Current Index to Journals in Education*, and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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Some perspectives that help define storytelling

Aiex, Nola Kortner. "Storytelling: Its wide-ranging impact in the classroom," *ERIC Digest 9*, 1988, 2 pp. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

A concentrated survey of recent research into the possibilities of making fuller use of stories in teaching.

Fisher, Walter. "The narrative paradigm: In the beginning," *Journal of Communication*, 35 (4), Fall 1985, pp. 73-89.

Explores the role of stories in human discourse through a definition and brief history of the "narrative paradigm."

Lester, Julius. "The storyteller's voice: Reflections on the rewriting of Uncle Remus," *New Advocate, 1* (3), Summer 1988, pp. 143-147.

Reviews the process of rewriting the Uncle Remus stories. Discusses the difference between writing stories and storytelling, and suggests an approach to identifying cultural assumptions.

CS211633

Lewis, William. "Telling America's story: Narrative form and the Reagan presidency," *Quarterly Journal of Speech, 73* (3), August 1987, pp. 280-302.

Examines the dominance of the narrative form in President Reagan's rhetoric and analyzes how his use of stories affects political opinion in distinguishing between the perspectives of his supporters and opponents. Also considers the power, occasion, and limitations of narrative form.

Jalongo, Mary. "Preserving American folk heritage through story and song." Paper presented at the International/Intercultural Seminar of the Association for Childhood Education International, 1983. 17pp. ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL. [ED 232 771]

Defines the role of folklore, especially in the multicultural classroom, as a way of encouraging children to participate in the history of universal human emotions and experiences.

Pradl, Gordon. "Narratology: The study of story structure," *ERIC Digest*, 1984. 11pp. [ED 250 698]

Discusses the nature of narratology and its relation to language arts instruction.

Rosen, Harold. "The importance of story," *Language Arts, 63* (3), March 1986, pp. 226-237.

Decries British education's near elimination of the animation and essence of narrative. Explores features giving narrative broader and deeper importance than literary values have customarily given it and proposes a rationale to retain storytelling curricula to enhance student writing.

Sward, Jeane (Ed.) *The Child's View of the World: Stories and Play.* Proceedings of the Annual Conference on Early Childhood Education, 1985. 50pp. [ED 276 498]

Argues that stories have frequently been used by adults for indoctrinating children, as opposed to encouraging self-discovery and expression. Goes on to suggest non-traditional goals and techniques.

van den Brock, Paul, and Trabasso, Tom. "Causal thinking and the representation of narrative events," *Journal of Memory and Language, 24* (5), October 1985, pp. 612-630.

A comparative analysis of two studies into characteristics contributing to the memorability of story elements. Also proposes a theory to identify significant variables and account for their influence on the comprehensibility of stories.

Literature and storytelling

Cudd, Evelyn, and Roberts, Leslie. "Using story frames to develop reading comprehension in a first grade classroom," *Reading Teacher, 41* (1), October 1987, pp. 74-79.

Discusses the use of story frames as a strategy for teaching reading comprehension to first grade students, and includes examples of student responses.

Goodman, Yetta. "Retelling of literature and the comprehension process," *Theory into Practice, 21* (4), Fall 1982, pp. 300-307.

Analyzes student versions of studied stories and speculates as to how listeners and readers predict meaning, form concepts essential for comprehension, and relate stories to their cultural background. Discusses implications for classroom instruction.

Hade, Daniel. "Children, stories, and narrative transformations," *Research in the Teaching of English, 22* (3), October 1988, pp. 310-325.

Argues that a productive way to investigate the relation of text and story-taker (reader or listener) is to compare how the writer has made the story to how the story-taker recreates it.

Reinehr, Frances. "Storyteaching," *Teachers and Writers Magazine, 18* (3), January-February 1987, pp. 1-7.

Explores ways to use mythic literature to teach children about themselves and to help them write their own stories and legends.

Schwartz, Marni. "Connecting to language through story," *Language Arts, 64* (6), October 1987, pp. 603-610.

Advocates storytelling in the elementary classroom to build self-esteem among students and suggests criteria with which to find appropriate stories.

Students as storytellers

Campbell, Janet. *Story Pictures (Draw Me a Story): Using Children's Drawings to Develop Writing Skills of Blackfoot Indian Children,* , 1986. 51pp. [ED 278 031]

Provides lessons and rationale for a course intended to integrate general cognitive, perceptual, psychomotor, and affective skills.

Kemper, Susan, and Edwards, Linda. "Children's expression of causality and their constructions of narratives," *Topic in Language Disorders, 7* (1), December 1986, pp. 11-20.

Explores the development of children's understanding of causality as reflected in their narrative organization. Also relates the contribution of these skills to the development of intentional, goal-directed behavior.

Mikkelsen, Nina. "Talking and telling: The child as storymaker," *Language Arts, 61* (3) March 1984, pp. 229-239.

Relates talking, telling, and storymaking stages as children prepare a narrative. Encourages children to create stories in response to stories they are told and suggests several approaches to this end.

Preece, Alison. "The range of narrative forms conversationally produced by young children," *Journal of Child Language, 14* (2), June 1987, pp. 353-373.

Examines the narrative competence of three five year olds and concludes that children routinely and regularly produce striking variations of 14 basic narrative forms. Original fantasy was rare as seventy percent of the narratives took an anecdotal form.

Riding, R. J., and Tite, H. C. "The use of computer graphics to facilitate story telling in young children," *Educational Studies, 11* (3), 1985, pp. 203-210.

Reports on a study of children in a nursery setting asked to tell a story following one of three treatments: no stimulus, a static presentation, or a computer graphics presentation. Children working with computer graphics created longer and more structured stories.

Van Dongen, Richard. "Children's narrative thought, at home and at school," *Language Arts, 64* (1), January 1987, pp. 79-87.

Argues that literacy and literature become interrelated in classrooms where there are many opportunities to engage in the narrative mode of thought. Discusses how the potential of literacy/literature experience is enriched when children draw from the narrative reservoirs of community and school.

Storytelling as a teaching technique

Allen, Virginia, and Allen, Edward. "Story retelling: development of stages in second language acquisition," *Canadian Modern Language Review, 41,* (4), March 1985, pp. 686-691.

Suggests that the activity of retelling a story in a second language reveals a student's knowledge of vocabulary, grammar, pronunciation, and sense of story. Describes a story-telling activity with students in Spanish, levels three-five, and notes a strong relationship between language proficiency and years of study.

Armstrong, Thomas. "Chasing away the times table blues," *Academic Therapy, 19,* (2), 1983, pp. 147-154.

Reports on classroom strategies and activities incorporating movement, storytelling, and music with instruction on multiplication facts and concepts for elementary special education students.

Brazeau, Martin. "Storytelling: An underused teaching aid," *Journal of Outdoor Education, 19*, 1984-85, pp. 23-24.

Integrates storytelling with an outdoor education program to teach history, culture, concepts and values; stimulate imagination; introduce new words; set a mood; encourage listener participation; and foster caring attitudes about the environment.

Egan, Kieran. "Teaching as story-telling: A non-mechanistic approach to planning teaching," *Journal of Curriculum Studies, 17* (4), October-December 1985, pp. 396-406.

Suggests alternative techniques to encourage teachers to formulate lesson plans as well-presented stories rather than as a set of objectives to be achieved.

George, Siegfied, and Hughes, Ann. "Against boredom in political education," *International Journal of Political Education, 6* (3), November 1983, pp. 281-293.

Examines the failure of traditional teaching methods to motivate students and proposes creative exercises whereby poetry, meditation, fantasy/Utopian thinking, and storytelling can be utilized in high-school political education.

Kazemek, Francis. "Stories of ourselves: Interviews and oral histories for language development," *Journal of Reading, 29* (3), December 1985, pp. 211-218.

Presents ways in which teachers can use the Foxfire format, focusing on reasons for using interviews for language development, possible people and topics to be explored by students through the interview process, and four stages in using interviews in the classroom.

Martin, Kathleen, and Miller, Etta. "Storytelling and science," *Language Arts, 75* (3), March 1988, pp. 56-59.

Observes that most science textbooks are static, linear, and nonparticipatory, offering young students no connections between forms and forces or observer and observed. Argues that presenting scientific materials in narrative format makes them more interesting and easily remembered.

More, Robin. "Storytelling as a teaching tool," *Social Studies, 16*, Spring 1987, pp. 25-26.

Describes the practice of professional storytellers and suggests storytelling can be a powerful means of presentation in social studies and history.

Oller, John. "Story writing principles and E.S.L. teaching," *TESOL Quarterly, 17* (1), March 1983, pp. 39-53.

Explores four hypotheses of language use and acquisition to support the premise that storytelling techniques may be helpful in making ESL materials meaningful, recallable, and comprehensible. Eleven specific principles are discussed and illustrated.

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February 1989

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.